

## Knowledge and Understanding of the World

This challenge enables exploration of the outdoor area and use of scientific equipment. Children can learn how to attract minibeasts to the outdoor area and the importance of minibeasts in the environment.

Each week we will be answering questions and learning all about minibeasts.

- ♦ Why does a spider need a web?
- ♦ Where does the butterfly come from?
- ♦ Does a worm have legs?
- ♦ Why does a ladybird have spots?
- ♦ Why does a snail carry its house around?

**30-50** Talks about why things happen and how things work.

Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Shows care and concern for living things and the environment.

**40-60** Use all their senses to investigate materials and living things appropriately. Identify features of materials and living things, e.g. animals with legs or those with wings.

Eye on the goal -Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

## Reception

### Summer 1 Curriculum Map

Big Learning Question (Theme):  
**Are all Minibeasts scary?**

### Links to Our School Values & The British Values?

Pupils will be learning about individual liberty  
And how we are free to hold our own beliefs and faith, and about democracy.

### Save The Dates!



**Day:** A Minibeast workshop on  
Thursday 2nd May 2019



**Finish:** To create a Minibeast village  
outside in the o playground.

## Literacy

Learning will be based on a variety of different texts:

The Hungry Caterpillar by Eric Carle, Aaaaargh Spiders by Lydia Monks, Super worm by Julia Donaldson and Norman the slug by Sue Hendra.



These books will enlighten the children to the wonderful world of minibeasts, their adventures and interesting facts about them.

**30-50** Segment words orally, and use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Begins to see sounds from their own name in other words. Recognise own name in print.

**40-60** Continues a rhyming string. Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions.

Eye on the goal -Children use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words.



## Maths

The children will be learning about time and problem solving. Through activities in our play, games and songs.

Children will be learning to:

**40-60** orders two or three items by length or height.

Uses everyday language related to time.

Measures short periods of time in simple ways.

Eye on the goal- They solve problems, including doubling, halving and sharing.

## PSED

### Overarching aims of this term's theme:

**30-50** Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

**40-60** Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Eye on the goal -They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## Expressive Art & Design

There will be a variety of opportunities for the children to role play being minibeasts with instruments and the children will design their minibeast town

**30-50** Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, including rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences and builds stories.

**40-60** Create simple representations of events

people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.

Eye on the goal -Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

## Communication language and literacy

### Children will be learning to:

**30-50** Builds up vocabulary that reflects the breadth of their experiences.

**40-60** Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Listens and responds to ideas expressed by others in conversation or discussion. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Listens to stories from beginning to end.

Eye on the goal -They answer 'how' and 'why' questions about their experiences and in response to stories or events. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

## Physical development

### Overarching aims of this term are:

**30-50** Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.

**40-60** Handles tools, objects, construction and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Eye on the goal -They handle equipment and tools effectively, including pencils for writing.

